SRO
STATE SCHOOL REFORM/REDESIGN OFFICE
Michigan Department of Technology, Management and Budget

Unreasonable Hardship Determination Report

Michigan Technical Academy - Elementary

February 2017

DRAFT

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Framework

State School Reform/Redesign Office Background and Legal Authority

The State School Reform/Redesign Office (SRO) was established in 2010 to serve as Michigan's academic accountability office. The mission of the SRO is to turn Michigan's Priority Schools into the highest-performing schools in Michigan. The SRO's vision is to create the necessary conditions for a globally superior public education system. To do this, the SRO uses both incentives for academic success and consequences for chronic failure. The following state and federal statutes establish the SRO and govern the office's action steps:

Michigan's Revised School Code 380.1280c: Section 1280c of the Revised School Code charges the SRO with the responsibility of identifying and supervising the lowest achieving 5% of schools (Priority Schools). Priority Schools submit reform/redesign plans to improve performance, and the SRO is granted authority to implement intervention if academic progress is not made (i.e. CEO operator for multiple schools, State School Reform/Redesign District (SSRRD), etc.). Priority Schools are required to submit monitoring reports to the SRO in a manner and frequency as determined by the SRO. The statute also provides exemptions for districts under emergency management.

Michigan's Executive Order No. 2015-9: Executive Order 2015-9 transferred the SRO from the Michigan Department of Education (MDE) to the Department of Technology, Management, and Budget (DTMB). It also transferred all authority, powers, duties, functions, and responsibilities assigned to MDE and the Superintendent of Public Instruction under MCL 380.1280c to the SRO.

Michigan Public Act 192 (i.e. Enrolled House Bill 5384): The law divides the Detroit Public School District (DPS) into two separate districts and requires the SRO to mandate school closures via specified stipulations.

Under these statutes, the State School Reform/Redesign Office must make notifications and issue orders to Public School Academy Authorizers and/or Traditional Public School Superintendents/Board Presidents establishing different levels of accountability based on the performance of the schools they operate/authorize.

Purpose

On January 20, 2017, the SRO published the order subjecting [School] to a Next Level of Accountability pending an Unreasonable Hardship Determination as required under subsection 391(3), MCL 380.391(3). The purpose of this report is to:
- Outline the Unreasonable Hardship Review Process
- Detail the findings of the Unreasonable Hardship Review
- Publish the final Unreasonable Hardship Determination for **Michigan Technical Acad. Elem.**
- and Detail next steps that the SRO recommends in light of the final Unreasonable Hardship Determination.

Unreasonable Hardship Review Process

In accordance with MCL 380.391(3), the SRO must complete an analysis of whether closure of **Michigan Technical Academy Elementary** will result in unreasonable hardship to pupils attending **Michigan Technical Academy Elementary.** The SRO will consider other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure to determine if closing the identified school(s) would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that the closure of a failing school does not necessitate the enrollment of a displaced student in another failing school. The SRO's Unreasonable Hardship Review will consist of three parts:

1. **Part 1:** A comprehensive review of all available data related to the past and current performance of the identified school(s)
2. **Part 2:** An academic and an operational on-site review
3. **Part 3:** A detailed examination of other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure.

A set of research-based Turnaround Practices served as the framework for the SRO's Unreasonable Hardship Review. The Turnaround Practices[1] are based on both academic and practice-based research on the common characteristics of successful turnaround schools and are organized into five different domains:

- **Domain 1:** Leadership, Shares Responsibility, and Professional Collaboration
- **Domain 2:** Intentional Practices for Improving Instruction
- **Domain 3:** Providing Student-Specific Supports and Instruction to All Students
- **Domain 4:** School Climate and Culture
- **Domain 5:** District System: Districts develop systems to support, monitor, and sustain turnaround efforts

By structuring the SRO's Unreasonable Hardship Review around these domains the SRO is acknowledging that in determining unreasonable hardship one must not only examine historic performance but must also work intimately with local community members and educators to determine if the academic and operational realities of the identified school reflective of a school poised for rapid turnaround.

All of the information produced and insights gained from the Unreasonable Hardship Review Process have informed the SRO's Final Unreasonable Hardship Determination, which consists of a series of 3 Key Questions:

- **Question 1:** Are the academic and operational realities of the identified school reflective of a school poised for rapid turnaround?
- **Question 2:** Are there are sufficient other public school options reasonably available to these pupils?
- **Question 3:** Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

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[1] See Edmonds, 1979; Bryk et al., 2010; Marzano, 2003; Newmann et al., 2001; Lane et al., 2014)

Unreasonable Hardship Review Part 1: Data Review

In an effort to inform the Unreasonable Hardship Determination, the SRO requested a comprehensive set of both academic, cultural, and operational data from **Michigan Technical Academy Elementary.** The data provided can be viewed in Appendix A. In reviewing this data as well as previously state-reported academic data, the SRO has identified the following Key Takeaways related to the past, and current realities of **Michigan Technical Academy Elementary.**

Data Review Key Takeaways

- **Academic** (Domains 2 and 3)
  - Proficiency
    - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Mathematics dropped from 13.65% to 7.47%
    - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Mathematics dropped from 22.5% to 11.76%
    - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Reading/ELA dropped from 31.29% to 7.91%
    - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Reading/ELA grew from 17.5% to 5.56%
    - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Science dropped from ███████
    - Between 2014 and 2015 the percent of students with disabilities that demonstrated proficiency in Science grew from 5.88% to ████
  - Student Instructional Support Systems (Interventions)
    - For the 2016-2017 school year we are using the Leveled Literacy Intervention reading program, iReady for reading and math intervention, and Delta and Foss Kits for hands-on science intervention.
    - For the 2016-2017 school year we are using a Multi-tiered System of Support for all social/ emotional/ behavioral interventions. This system includes In-School Suspension, Character Camp, and Restorative Practices.
  - Curriculum
    - ELA: For the 2016-2017 school year we are implementing the Oakland-Atlas Rubicon Curriculum, Guided Reading, Leveled Literacy Intervention, as well as research based strategies from the Literacy Design Collaborative supported by Generation Ready.
    - Math: For the 2016-2017 school year we are implementing the Oakland-Atlas Rubicon curriculum, research based Assessments for Learning from the Shell Center, as well as research based strategies from the Math Design Collaborative.
    - Science: For the 2016-2017 school year we are implementing the Oakland-Atlas Rubicon curriculum for Science.
    - Social Studies: For the 2016-2017 school year we are implementing the Oakland-Atlas Rubicon curriculum for Social Studies
- **Climate and Culture** (Domains 3 and 4)
  - Enrollment
    - Between 2014 and 2016, enrollment dropped from 586 to 493 (93 student difference)
    - Between 2014 and 2016 the number of economically disadvantaged students dropped from 523 to 431 (92 student difference).

- Between 2014 and 2016 the percentage of economically disadvantaged students declined from 89.2% to 87.4%.
- African Americans consistently make up 98% or more of the student population.
- Between 2014 and 2016 the greatest decline in student enrollment occurs in grade 3 from 121 to 91 students.
- No grade saw an increase in student enrollment from 2014 to 2016.
- o Attendance
  - Between 2014 and 2016 the attendance rate has dropped from 91.9% to 90.3%.
  - Between 2014 and 2016 the percentage of chronically absent students has increased from 50.3% (294 students) to 58.4% (285 students).

- **Professional** (Domains 1 and 5)
  - o Teacher Evaluation
    - Between 2014 and 2016 the number of teachers decreased by eleven from 34 to 23.
    - The number of teachers rated as highly effective was 0 in 2014 and 0 in 2016.
    - The number of teachers rated as effective increased from 12 (35.3%) to 22 (95.7%) in 2016.
    - There was 1 teacher rated as marginally effective or ineffective in 2016.
    - In 2016, 0 (0.0%) teachers were rated as marginally effective.
    - In 2016, 1 (4.4%) teachers were rated as ineffective.

Unreasonable Hardship Review Part 2a: Academic On-Site Review

On February 8, 2017, two representatives of the SRO conducted the Academic On-Site Review for **Michigan Technical Academy Elementary.** The purpose of this visit was to gain current and school-specific information related to the current academic realities of **Michigan Technical Academy Elementary** from its building leaders, teachers, parents and community members. The Academic On-Site Review was structured as follows:

- Interviews with Building Leadership
- Building Walk-Through with Classroom Observations
- Teacher Leader Focus Group
- Student Focus Group
- Parent/Community Focus Group

In a letter sent on January 23, 2017, the SRO requested that **Michigan Technical Academy Elementary** nominate both teacher leaders as well as parents and community members to participate in the Academic On-Site Review.

The review was structured around the research-based Turnaround Practices and questions that served to frame both the interviews as well as the focus group discussions. Responses from each conversation were analyzed and evaluated for their alignment with key indicators of best practices for high-gain, rapid turnaround schools. The following pages provide the results from the site visit. Rubric ratings (see below) & corresponding evidence (in bulleted form) is provided for Turnaround Practice components.

Rubric Descriptors

Strong alignment with best practice	Moderate alignment with best practice	Low alignment with best practice
All indicators are evident and there is strong evidence that key structures and practices are being used effectively to improve instruction.	Some of the indicators are evident and there is some evidence that key structures and practices are being used effectively to improve instruction.	A few or none of the indicators are evident and/or there is little to no evidence that key structures and practices are being used effectively.

A key purpose of the site visit is to assess each school's capacity to engage in accelerated turnaround and to inform decisions regarding unreasonable hardship. As such, site reviewers and the SRO are focused on the following overarching questions.

Domain 1: Leadership, Shares Responsibility, and Professional Collaboration	Domain 2: Intentional Practices for Improving Instruction
• Does the school have a collaborative environment (e.g., sufficient teaming structures and ways of working together) that can lead to accelerated instructional improvement? • Does the school leadership have systems in place to monitor and support the implementation of improvement strategies, including the use of frequent classroom observations?	• Does the school utilize a common core curriculum that is instructionally coherent and that displays a strong understanding of high quality instruction, among teachers and as supported and observed by administrators? • Does school leadership have a system in place to identify teachers that may need additional support, and specific strategies for providing such support?
Domain 3: Providing Student-Specific Supports and Instruction to All Students	**Domain 4: School Climate and Culture**
• Does the school have and actively utilize a system of assessments and interventions capable of providing student-specific supports and subsequent monitoring of the effectiveness of interventions?	• Does the school provide a safe, orderly, and respectful environment for students and a collegial and professional culture among adults?

Determining Capacity for Successful Turnaround

Key Question 1: What are the core issues and challenges that have kept students at your school from achieving? How are you addressing these issues and challenges?

Key Question 2: What are the key practices and strategies that distinguish your school, and will allow your school to improve, leading to increased student achievement in the near future?

	Alignment with Best Practice
Adaptive Instructional Improvement All stakeholders espouse an "improvement mindset" reflected in the school's continuous review and assessment of improvement practices and strategies used within the school. Key Indicators • The school stops or modifies strategies that are not working and expands those that are working.	
Respectful and Trusting Learning Environment All stakeholders (students, teachers, community members, etc.) have high expectations for students and value working with and learning from each other. Key Indicators • Parents and students state that they believe that all of the students in the school will succeed (e.g., will do well in classes, graduate, attend and graduate college). • Teachers and administrators work together in formal and informal teams on a regular basis.	
Instructional Rigor Instruction and instructional practices are engaging, differentiated, and sufficiently challenging for all students. Key Indicators • Teachers provide all students with lessons and instruction directly aligned with common core standards and aligned instructional practices. • Written lessons and taught instruction includes stated and written learning objectives, multiple instructional strategies, and challenging (e.g., higher order) tasks, problems, and questioning strategies.	
Targeted Interventions The school expertly uses specific instructional strategies/interventions executed with a high degree of instructional expertise. Key Indicators • Student work is consistently improving. • Instructional strategies and interventions are implemented with fidelity.	

- According to the building leadership, they are highly engaged in many programs and projects that support student and teacher engagement. Data was shown to substantiate their claim although the results were not substantial or aligned to the MSTEP.
- Leadership is new and the turnaround process, but progress appears to be very slow.
- Teachers were committed to stay in the building.

- Leaders have full autonomy in staffing. The school leader spoke of doing an educational diagnosis of problem areas and how to improve trust, morale, climate, and instruction.

Turnaround Strategy Domain 1: *Leadership, Shard Responsibility, and Professional Collaboration*

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Key Question: How, and to what extent, do you (and your leadership team) cultivate shared ownership, responsibility, and professional collaboration in the school?

Turnaround Strategy Components	Alignment with Best Practice
Teaming, Shared Leadership and Responsibility, and Collaboration Distributed leadership structures and practices are apparent throughout the school building in the form of an active and well-represented Leadership Team and grade-level and vertical teams. Key indicators: • The school leadership team meets regularly and includes representation from all grades and student needs. • Grade-level and vertical teams meet regularly. • Teams exhibit a strong commitment to high expectations for all students and a willingness to work together to improve instruction.	
Using Teams, Shared Leadership, and a Collaborative and Trusting Environment to Accelerate Improvement Administrators and teachers (through teacher teams or involvement in the leadership team) are monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement. Key indicators: • **Adaptation:** Leadership has the demonstrated ability to adapt, innovate and do whatever it takes to improve student achievement. • **Instructional Observation:** Instruction is formally and informally observed and meaningful feedback is provided. Teachers, as well as students, are held to high expectations.	

- Leadership reported having a high rate of referrals and Out of School Suspensions previously. In the current year, referrals and Out of School Suspensions were reported to be down significantly.
- Attendance rates were reported to have increased from 87-97%.
- Leadership reported providing teachers with strategies for how to deal with classroom management.
- The leadership team has implemented a student-focused tracking system called Sparkpoint to describe student gains and achievement gaps and recommend ways to course correct for these students.
- The leadership team meets frequently; every day. We define them as "huddles" lasting approximately five minutes.
- Everyone on staff is engaged and involved in the instructional process.
- Teachers meet regularly and their instructional practice is video tapped by administration. Staff collaborates and discusses their instructional practice with peers and administration.
- Staff at each grade level are all teaching the same skill.

- Administration conducts daily walkthroughs and provides immediate feedback to staff. Identified staff who need additional support are provided with coaching. A set of high-expectations are held for each staff and student.

Turnaround Strategy Domain 2: *Intentional Practices for Improving Instruction*

The school uses an aligned system of common core curricula, assessments, and common instructional practices across the school and content areas, and employs intentional practices for improving teacher-specific and student-responsive instruction.

Key Question: What are the strategies and practices that you and your colleagues use to improve instruction? Specifically, how do you work to improve teachers' instruction?

Turnaround Strategy Components	Alignment with Best Practice
Common core curriculum and aligned and rigorous instructional practices. Administrators and teachers develop and use vertically and horizontally aligned curricula and instructional strategies that includes common units, lessons, assessments, and instructional strategies and language within and across grades and content areas. Key indicators: • Teachers' unit and lesson plans are similarly structured, incorporating best practices, directly linking lesson content with the grade-level standards and standards taught in prior and subsequent grades. • A common set of instructional strategies, academic language, and other learning tools are evident in lessons and in practice, to enable students to access content.	
Defined expectations for high quality instructional practices The school has a clear instructional focus and shared expectations for instructional best practices that address students' instructional needs. Key indicators: • Leaders and teachers understand the instructional focus and how the instructional focus informs (or is evident in) classroom practice. • Teachers have received training and professional development on the instruction focus and related instructional strategies.	
Teacher support and feedback to improve instruction Teachers are actively supported to develop high quality lessons, deliver high quality lessons and instruction and to become experts in using and refining effective instructional strategies. Key indicators: • The principal (or administrators or coaches) spend significant time in classrooms, observing teachers' instruction and providing teachers with constructive and useful feedback on instructional practices. • Teachers (and teacher team) use a variety of standards-based assessments to assess the effectiveness of instructional strategies and modify instruction accordingly.	

- In the past, there was a 40% turnover rate in teaching staff and stakeholders were not involved. For the past 1 ½ years, they have only lost one teacher.

- The leadership team and teachers reported that there was a heavy focus on reading and used the MTSS Tiers. Reading grade level standards with standards in alignment with Common Core. There is no RTI team in place; not formalized. Students stay in a Tier until next quarterly assessment.
- I-Ready (their tracking system) has a component for phonemic awareness which was a major concern for the school. Also, K-2 DRA intervention is given multiple times a year. (Reference to chart graph showed 3-9% of students below grade level).
- Also, ELA teachers saw a systematic problem over a five year span with literacy. Reason: the curriculum changed every year for a five year period. As a result, the new principal has tried to maintain the same curriculum and provide sufficient support for teachers in using it.
- A Professional Development conducted for teachers was a Check for Understanding. For this, the management company brought in a consultant for math designs; it informed teachers and shaped their instructional skills. It led to a productive struggle that helped them understand the coursework.

Turnaround Strategy Domain 3: *Providing Student-Specific Supports and Instruction to All Students*

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs

Key Question: How, and to what extent, does your school provide student-specific supports and interventions to students?

Turnaround Strategy Components	Alignment with Best Practice
Tiered and Targeted Interventions for Students and Monitoring for Effectiveness The school has a system (structures, practices, resources) for providing targeted instructional interventions and supports to all students which also includes close monitoring of the impact of tiered interventions on students' progress. Key indicators: • Students are provided with targeted, student-specific instruction and interventions in direct response to their academic areas of need, rather than placing entire groups of students in intervention groups. • The impact of classroom-based and tiered interventions is frequently monitored (e.g., regularly, in 2, 4, or 6 week intervals and often by grade-level teams or by school support teams) and then refined in direct response to students' needs.	
Data Use and Data Informed Targeting of Interventions Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs. Key indicators: • A variety of valid and reliable assessments (standards-based and performance assessments) are used consistently, within and across grades and content area. • Administrators and teachers are using assessment to identify the specific students needing additional support and the targeted areas of need for each specific student.	

- The school uses a variety of data to assess student achievement, gap analysis, attendance, behavior. The data is used across grade and content areas.
- The school is intentional and focused based on student needs.
- According to the leadership team, every student has an individual goal (Pathway). They reported that they literally track students on a daily basis. Using Sparkpoint Overview. This is a day to day system that tracks what students are doing. There was a large gap in numbers and operations. As a result, the worked to gap fill and give kids exposure to grade-level content. This was characterized by a refining our classroom learning model design to be more student-focused.
- These adaptive instructional changes occurred because of lessons learned. One, students weren't exposed to M-Step concepts that is being tested. Second, the school needed to hire consultants and took a trip to Access NY (Harlem) to show best practices to the staff. It was there that school staff and leaders saw those student that were productively struggling in the classroom; the process of productive struggling resulted in MTA introducing strategies for students that "productively struggled" and they hope to see the gains. Early intervention is the key.

Turnaround Strategy Domain 4: *School Climate and Culture*

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Key Question: How does your school attend to students' social-emotional health and establish a safe, orderly, and respectful environment for students?

Turnaround Strategy Components	Alignment with Best Practice
Safety and secure learning environment. The school has established and provides a safe and secure learning environment for students, staff and community members. Key indicators: • Student to student interaction and teacher to student interactions are respectful and considerate, as observed during the visit.	
Shared Behavioral Expectations that support student learning Administrators and teachers have and use a clearly established set of behavioral expectations and practices that supports students' learning. Key indicators: • Expectations of student behavior are written and clearly shared and understood throughout the school building. • Behavioral expectations are reinforced through consistently applied rewards and consequences (consistent among and across teachers and grades).	
Targeted and effective social-emotional supports The school has identified, established, and proactively provides effective social-emotional resources and supports for students in need of such supports and assistance. Key indicators: • The school has identified a wide array of effective social-emotional responses and supports for students in need of such assistance and support. • Students that may need or benefit from social-emotional supports are identified and receive targeted social-emotional support. • Data on the effectiveness of social-emotional supports is collected and monitored.	

- Each focus group mentioned that climate/culture was a major impediment on student achievement (school had 170 Out of School Suspensions and has reduced that number to 40 with the new administration).
- The school begins each day with our school-wide morning meeting (no exception). Everybody in the building knows the principal, every teacher, so people feel safe. Major shift in this school from previous administration. The students did not know who the principal was in the building. At the conclusion of the morning meeting students select a high-five or a hug from their teacher before exiting the meeting.

Turnaround Strategy Domain 5: *District System to Support Accelerated Improvement and Turnaround*

The district has developed systems for identifying schools that are not performing well, and strategies for monitoring and supporting school leadership and teachers.

Examples of district systems:

- *Strategic placement and assignment of principals and teachers in high need schools, including the use of incentives to get the right leaders and teachers in high need schools.*
- *Provision of additional staffing and resource autonomy to leaders in high need schools*
- *Provision of additional supports (e.g., coaching supports, instructional resources) to high need schools.*

Key Questions:

- How does the district monitor and/or support you in your efforts to improve instruction and raise student achievement?
- To what extent has the district provided you with additional autonomy to make changes to staff (e.g., to hire new teachers and/or quickly remove teachers not supportive of your work), to the school's schedule, and in your use of resources? How much autonomy do you have?

	Alignment with Best Practice
District Capacity - Core Functions The District has established and/or provides schools with base supports necessary for effective teaching and learning (Core curriculum and professional development, assessments, data systems, instructional materials, human capital).	
District capacity - Monitor and support The district has established and communicated a district-wide improvement strategy, including a vision and specific goals for improvement. The improvement strategy includes specific strategies for monitoring and supporting schools (leaders, teachers, and students).	
District Capacity – Conditions and Autonomy The district provides schools with sufficient autonomy and authority to implement turnaround actions, while holding schools accountable for results.	

- The leadership feels that everyone in the building is growing.
- WAYNE RESA since August has helped with meeting and exceeding the core content areas AMOs.
- There also were some notable activities at this school over the last year: 1) There was a Title I federal audit conducted; and 2) the school lost its School Improvement Grant; and to fill this gap.
- A new professional development program focused on rigor (on what works) has been provided to the staff although it is not yet clear if student outcomes from the teacher training will change.

Unreasonable Hardship Review Part 2b: Operational On-Site Review (Facility Conditions Index)

The SRO partnered with DTMB's Facilities & Business Services Administration Office (SFA) to determine a facility conditions index (FCI) for **Michigan Technical Academy Elementary.** The FCI measures maintenance and repair costs against current replacement cost of the building. The lower the number, the less cost effective it is for the district to keep the building open.

All inspections were designed to be non-intrusive and the results were based on observations and assumptions given the factual knowledge provided.

FCI SCORE: 49.6

A copy of DTMB's FCI report is attached to this report as Appendix B.

Unreasonable Hardship Review Part 3: Access and Availability

Whether statutorily required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), or MCL 380.561(6), or optionally adopted under MCL 380.1280c, the SRO is committed to completing an analysis of whether the proposed closure will result in unreasonable hardship to pupils attending **Michigan Technical Academy Elementary.** The SRO will consider other public school options available to students in the grade levels offered and geographic area served by **Michigan Technical Academy Elementary** to determine if the closure would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that any closure does not necessitate the enrollment of a displaced student in another failing school. When evaluating the sufficiency of other public school options for affected pupils and unreasonable hardship, the SRO evaluates a variety of factors that can generally be organized into three different categories. These categories include, but are not limited to:

- **Geography**: Are there schools within a reasonable number or miles from the school identified that serve the same grade levels as the identified school?
- **Performance**: Are there schools that were identified during the geographic evaluation that also have an acceptable Top-to-Bottom ranking?
- **Access**: Do the students that would be displaced by the NLA Action have reasonable access to the schools identified during both the geographic and performance evaluations?

The results of the SRO's analysis are included in the below table. The number of schools that meet the parameters defined in the left most two columns is included in column #3 and the estimated capacity of the qualifying schools is included in column #4. The right-most two columns define the # of qualifying schools that would not require students to utilize the schools-of-choice legislation (MCL 388.1705/MCL 388.1705c) to gain access and the estimated capacity of those qualifying schools that would not require utilization of the schools-of-choice legislation.

Distance Parameter (Maximum in miles)	TTB Ranking Parameter (Minimum)	# of Qualifying School-of-Choice Schools	Estimated Capacity of Qualifying School-of-Choice Schools	# of Qualifying Local Access Schools	Estimated Capacity of Qualifying Local Access Schools	Total # of Qualifying Schools that Displaced Students Could Access	Total Estimated Capacity of Qualifying Schools that Displaced Students Could Access
5	25	4	18	5	262	9	280
10	25	24	66	21	1017	45	1083
15	25	61	205	27	1753	88	1958
20	25	88	352	41	2075	129	2427
25	25	115	517	45	2142	160	2659
30	25	150	697	50	2171	200	2868

Unreasonable Hardship Data Key Takeaways
- This school has 4 accessible schools of choice that are qualifying and that are located nearby, within 5 miles including 1 that is within walking distance. These schools could accommodate a total of 18 students.
- There are also 5 accessible local access schools, within a 5-mile radius, that could accommodate up to 262 students.
- The total number of schools within a 10 mile radius that are accessible is 45 schools, and could accommodate up to 1083 students.
- Community members expressed that it would be very difficult for walking students to be able to find transportation to a new school location.

Unreasonable Hardship Review Part 4: Final Determination

The SRO's Final Unreasonable Hardship Determination is based on a comprehensive review of all available data, the results from both operational and academic on-site review visits and an examination the other public school options that are available to the students that would be impacted by the closure of **Michigan Technical Academy.** All of the information produced and insights gained from the Unreasonable Hardship Review Process that have been detailed in this report, were considered when answering the three key questions that comprise the SRO's Final Unreasonable Hardship Determination.

Question 1: Are the academic and operational and academic realities of the identified school reflective of a school poised for rapid turnaround?

	The academic and operational realities of the identified school reflective of a school poised for rapid turnaround.
	The academic but not the operational realities of the identified school reflective of a school poised for rapid turnaround
	The operational but not the academic realities of the identified school reflective of a school poised for rapid turnaround
	Neither the academic nor the operational realities of the identified school reflective of a school poised for rapid turnaround

Question 2: Are there are sufficient other public school options reasonably available to these pupils?

	There are sufficient other public school options reasonably available to these pupils?
	There are insufficient other public school options reasonably available to these pupils?

Question 3: Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

	The proposed NLA action would not result in an unreasonable hardship to the displaced pupils
	The proposed NLA action would result in an unreasonable hardship to the displaced pupils

Determination:

Next Steps:
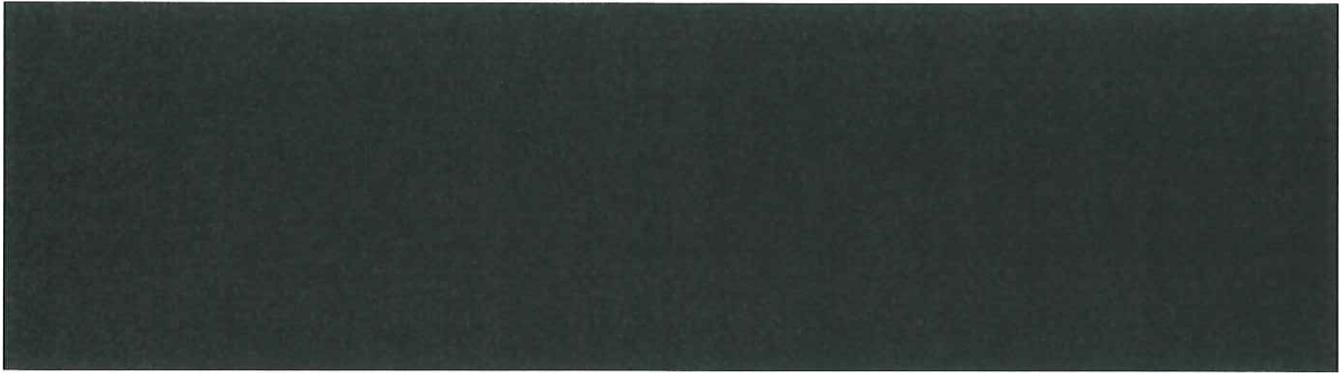
APPENDIX A: SRO Unreasonable Hardship Data Request Packet

The SRO is committed to ensuring that the Unreasonable Hardship Determination required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), MCL 380.561(6), or optionally adopted under MCL 380.1280c is as informed as possible. Therefore, the SRO is requested that the following information be provided in an editable format (e.g., .doc, .docx, .xls, .xlsx, etc.) by Tuesday, February 1, 2017. Where possible, the information provided will be verified against previously reported and publically available data.

Data review components:
- Academic
- Climate and Culture
- Professional
- Operational

Academic Data

Top-to-Bottom Rankings by Year

2012	2013	2014	2015	2016
20	3	1	1	0

Student Proficiency – Mathematics

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	13.65	9.9	7.47
Native American			
Asian			
African-American	13.7	10.05	7.56
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	13.16	9.73	7.93
Students with Disabilities (IEP & 504)	22.5	11.11	11.76
English Language Learners			

Student Proficiency – Reading/ELA

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	31.29	11.5	7.91
Native American			
Asian			
African-American	31.4	11.68	8
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	29.21	10.38	8.38
Students with Disabilities (IEP & 504)	17.5		5.56
English Language Learners			

Student Proficiency – Science

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)	5.88	7.14	
English Language Learners			

Student Proficiency – Social Studies

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)			
English Language Learners			

Climate and Culture Data

Enrollment by Subgroup[2]

Race	2013-2014	2014-2015	2015-2016
All Students	586	552	493
Male	311	288	256
Female	275	264	237
Native American			
Asian			
African-American	578	546	488
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	523	498	431
Students with Disabilities (IEP & 504)	45	39	36
English Language Learners			

Enrollment by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-2014	118	118	117	121	112	0	0	0	0	0	0	0	0	586
2014-2015	108	114	113	110	107	0	0	0	0	0	0	0	0	552
2015-2016	93	101	107	91	101	0	0	0	0	0	0	0	0	493

Special Population Percentages

	2013-2014 (%)	2014-2015 (%)	2015-2016 (%)
English Language Learner			
Students with Disabilities (IEP & 504)	7.7%	7.1%	7.3%
Economically Disadvantaged	89.2%	90.2%	87.4%

Attendance

	2013-2014	2014-2015	2015-2016
Attendance Rate (%)	91.9%	90.2%	90.3%
Percent Chronically Absent	50.3%	62.6%	58.4%
Chronically Absent Student Count	294	343	285

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[2] Enrollment by student(s) does not necessarily indicate that the student(s) will take state assessments.

Professional Data

Teacher Evaluations

	# of Teachers 2013-2014	% of Teachers 2013-2014	# of Teachers 2014-2015	% of Teachers 2014-2015	# of Teachers 2015-2016	% of Teachers 2015-2016
Highly Effective	0	0.0%	4	10.5%	0	0.0%
Effective	12	35.3%	22	57.9%	22	95.7%
Marginally Effective	17	50.0%	11	29.0%	0	0.0%
Ineffective	5	14.7%	1	2.6%	1	4.4%

Total Teachers	34		38		23	